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ABSTRACT

The Austin Independent School District received an Elementary and Secondary Education Act Title III grant in 1973 to develop an internal research and evaluation capability. Funding was provided the resulting Office of Research and Evaluation (ORE) for three years. The foci of the original grant were (1) to develop a district evaluation model, (2) to evaluate federal and district developmental programs, (3) to coordinate research done in the district by outside researchers, and (4) to develop the Texas Joint Urban Evaluation Council to promote information-sharing among the seven large Texas cities. Of seven objectives for the final year of the project, six were achieved, including refinement and documentation of the evaluation model, planning and refinement of the instructional program evaluation data base, and dissemination of project information locally and nationally. An evaluation indicates that the project should be continued when federal funding runs out, though some organizational changes may be required. Future goals for ORE include improving the technical quality of evaluations, the internal efficiency of ORE operations, and the understanding in the district of information provided by ORE. A history of the creation of ORE and a description of its organization and functions help document the evaluation of the project. (Author/PGD)

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1975-76 FINAL REPORT

TITLE III PROJECT

The Design and Implementation of a Model Evaluation Capability

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EA 010 581

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ESEA Title III
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I
ABSTRACT

EVALUATION OF TITLE III EVALUATION PROJECT, 1975-76

Description of Program

The third year of a continuing ESEA Title III grant was awarded to the Austin Independent School District in Septmeber, 1975, to continue the design and implementation of a model evaluation capability within the district. The grant funds totalled $66,650 for the period September 1, 1975, to June 30, 1976. These funds supported evaluation personnel (1/2 senior evaluator, 1 process evaluator, 2 evaluation interns, and 1 secretary), operating expenses for AISD evaluation activities (data processing, office supplies, evaluation materials, etc.), and travel expenses for the Joint Urban Evaluation Council of Texas.

The original foci of the Title III evaluation grant first awarded to AISD in 1973 were:

1) Development of an AISD evaluation model.
2) Evaluation of federal and district developmental programs.
3) Coordination of research done in the district by persons external to the district.
4) Development of a Texas Joint Urban Evaluation Council (JUEC) to promote information-sharing among the seven large Texas cities.

Three years of Title III funds continued and expanded the work toward these objectives (see next section for a listing of the specific 1975-76 Title III objectives).

Evaluation Purposes

The major decision questions addressed for the third year by this report are listed below:

System-Level

1) Should the project to design and implement a model evaluation capability in the Austin Independent School District be continued, expanded, or discontinued?
2) Should additional local funds be committed to this project effort?

Program-Level

1) What should be the optimal internal organization of the evaluation unit?
2) What should be the project objectives for the 1976-77 school year?

The seven specific objectives set for achievement by this year's project are listed below:

1) Complete the refinement and documentation of the CIPO evaluation model.

*2) Plan and refine the instructional program evaluation data base.

*3) Promote understanding of evaluation information and procedures among AISD staff.

*4) Institutionalize the AISD-CIPO evaluation model.

5) Administer and/or coordinate evaluation activities of the district.

*6) Disseminate project information at state and national levels.

7) Perform efficiently all other objectives outlined.

New O.R.E. foci for the 1975-76 Title III project are marked above by asterisks.

The purpose of this final evaluation report is to present information and evidence to help answer the above four decision questions and to assess whether or not the seven project objectives for 1975-76 were achieved.

Another purpose of this evaluation report is to document the development of the Office of Research and Evaluation in AISD. This report therefore includes: a history of the events which led to the creation of the office; a description of the organizational structure and functions of the office which have evolved over the last three years; and indications of future goals and directions which the office now faces. A reading of this particular report will hopefully serve as an orientation for current and new district employees and other interested persons who wish to understand the philosophy and implementation of evaluation in AISD.

Evaluation Activities

The events reported on here are for the most part narrative documentation by O.R.E. staff of the activities they have carried out during 1975-76 in order to achieve the 1975-76 Title III objectives. In addition, events related to the development of the Office of Research and Evaluation are recorded here as they were observed by current O.R.E. staff members. It is certain that there were many other factors and events operating during the period reported on here which the writers have over-looked or have not emphasized. Therefore, it should be made clear to the reader that this report is written strictly from the viewpoint of O.R.E. personnel and should not be considered an unbiased evaluation of the Title III project nor of the effectiveness of the AISD Office of Research and Evaluation.

A separate evaluation of this project has been contracted to Dr. Floyd Brandt, a professor of management and Director of Planning at The University of Texas at Austin, and is now in progress. His report will be completed soon and is published as an appendix.

Evaluation Findings

Because O.R.E. personnel are probably the appropriate administrative staff to make recommendations on the four decision questions addressed by this report, recommendations are implicit in the findings reported here.

The progress made toward establishing an effective and productive AISD evaluation unit over the last three years indicate that this unit should indeed be continued in AISD. Evidence for this recommendation includes the number and scope of evaluation projects carried out by O.R.E. and the administrative and fiscal support already given to the unit.

Because the current district resources already allocated to O.R.E. are adequate to carry out the office's assigned responsibilities, there is no need for additional local funds to be committed to O.R.E. at this time. This finding is augmented by the fact that many other needs must be met by the finite financial resources of the district. Should the office be assigned additional tasks for 1976-77, however, there would have to be commensurate resources allocated for their completion.

Regarding the internal organization of O.R.E., there appears to be some need for a change from the original structure proposed in the evaluation model developed by O.R.E. in 1973-74. This reorganization will require the creation of six subunits within O.R.E. compared to the three subunits conceptualized in the earlier model. These six units are: Federal Program Evaluation Unit, Systemwide Evaluation Unit, Evaluation Services Unit, Local Project Evaluation Unit, Evaluation Training and Dissemination Unit, and External Research Liason Unit. This reorganization requires no additional personnel or resources, and possesses the following advantages over the older structure: The activities of each evaluation project will be closely supervised by a senior level staff member who will have more time to devote to this task than the O.R.E. Coordinator would if she directly supervised all evaluation project activities. The evaluation activities for the Federal programs being evaluated by O.R.E. can be better coordinated by the one senior evaluator who will head up this new Federal program evaluation subunit. Lastly, this reorganization will allow the evaluation training and dissemination activities to be made more readily available to all O.R.E. evaluation projects; the increased emphasis on these two functions inplicit in the creation of the training and dissemination subunit will, hopefully, increase the effectiveness of O.R.E. evaluation projects in 1976-77.

The last decision question addressed by this report concerns the future goals of O.R.E. The general areas of improvement indicated for 1976-77 include: (1) improving the technical quality of O.R.E.-conducted evaluations; (2) improving the internal efficiency of O.R.E. operations; (3) increasing the in-district understanding of O.R.E.-obtained evaluation information; (4) providing better and more timely input evaluation for program designs prepared by the district; and (5) establishing more realistic and relevant evaluation designs, especially timelines.

Of the seven objectives for the 1975-76 Title III project, six were judged as achieved per the findings presented in this report. All 22 Title III activities proposed to be implemented to acheive these seven objectives were indeed carried out by Title III and other O.R.E. staff. These are documented in detail in Chapter IV. These activities included: evaluating seven major instructional programs; assuming the administration of and making many needed improvements in the AISD group testing program; providing training in evaluation to AISD personnel; developing district evaluation policies and procedures; providing requested evaluation services to AISD staff; and making presentations on O.R.E. activities at state and national levels.

II

DECISION QUESTIONS ADDRESSED

In proper context, the decision questions for an evaluation are formulated by the decision makers involved, with technical assistance from the evaluation staff during the design phase of the evaluation. Evaluation then serves the decision-making process by providing information relevant to those questions and assisting the appropriate administrators to arrive at a recommendation concerning the decision. Ultimate responsibility for making the decisions always rests with the particular decision-makers charged with that responsibility.

For the 1975-1976 school year a different procedure has been adopted regarding the recommendations. Formerly, the O.R.E. staff made recommendations based on their perceptions of the evaluation findings. This year the policy adopted in AISD is for O.R.E. to provide the relevant decision-makers and administrators in the district with a copy of the decision questions and evaluation findings. These administrators will have responsibility for making recommendations which will be forwarded to the Board of Trustees along with the final report. However, since O.R.E. is in this case the appropriate administrative unit to make the recommendations, its positions on these questions are somewhat implicit in the findings presented below.

A. SYSTEM-LEVEL

1. Should the project to design and implement a model evaluation capability in the Austin Independent School District be continued, expanded, or discontinued?

   RELEVANT FINDINGS:

   During 1975-76, O.R.E. was able to make considerable progress toward its programmatic objectives which included: conducting evaluations of seven major instructional programs, refining the instructional program data base, promoting understanding of evaluation information and procedures among AISD staff, and institutionalizing the AISD's CIPO evaluation model.

   The capability to evaluate programs in AISD which has been developed over the last three years has been utilized to evaluate the major Federal and district-funded instructional programs. The needs for accountability and renewal are perceived so strongly in the district that the discontinuation of O.R.E.'s activities would result in a real loss to the district, as well as result in a loss of district credibility to the community.

   RECOMMENDATIONS:

   The Office of Research and Evaluation should be continued.

2. Should additional local funds be committed to this project effort?

RELEVANT FINDINGS:

O.R.E. currently has a good balance between the resources needed to accomplish O.R.E.'s assignments and the amount of resources which can be efficiently managed at this time within the current internal structure of the office. The local district's fiscal support of O.R.E.'s efforts have grown considerably over the last three years, particularly during the 1975-76 school year.

The only area where O.R.E.'s resources are severely lacking is in the area of "input evaluation". In this type of evaluation, O.R.E. would conduct upon the request of AISD staff, extensive reviews of current and past research, identify past and current projects which sought to implement treatments of interest to the requestor, and identify other sources of information including consultants, about the topic(s) requested. O.R.E. has submitted an ESEA Title IV, Part C proposal to TEA this spring for this purpose, but no notification has been received from TEA at this date regarding its funding status.

RECOMMENDATIONS:

Since the office's present resources are adequate for carrying out its current assignments for conducting accountability evaluations, and because the other financial responsibilities of the district are such that additional allocation of resources to O.R.E. is not warranted, it is probably not wise at this point for the district to do so. This recommendation is, of course, subject to any changes in the number and scope of O.R.E.'s current duties and to changes in the current internal management structure of the office. Should the Title IV application mentioned above not be approved, current staff should incorporate this area as a priority consideration in future activities.

B. PROGRAM-LEVEL QUESTIONS

1. What should be the optional internal organization of the evaluation unit?

RELEVANT FINDINGS:

For the first three years of its operation, O.R.E. has modeled its activities on the following theoretical internal structure:

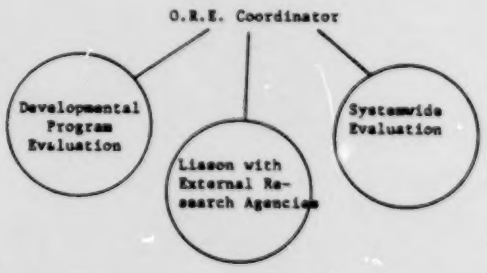


Figure II-1: Theoretical Internal Structure of O.R.E. During 1973-76.

However, the actual management structure of the office has been much less departmentalized than is reflected in Figure II-1. Figure II-2 represents a more true picture of the management structure of the office for these last three years.

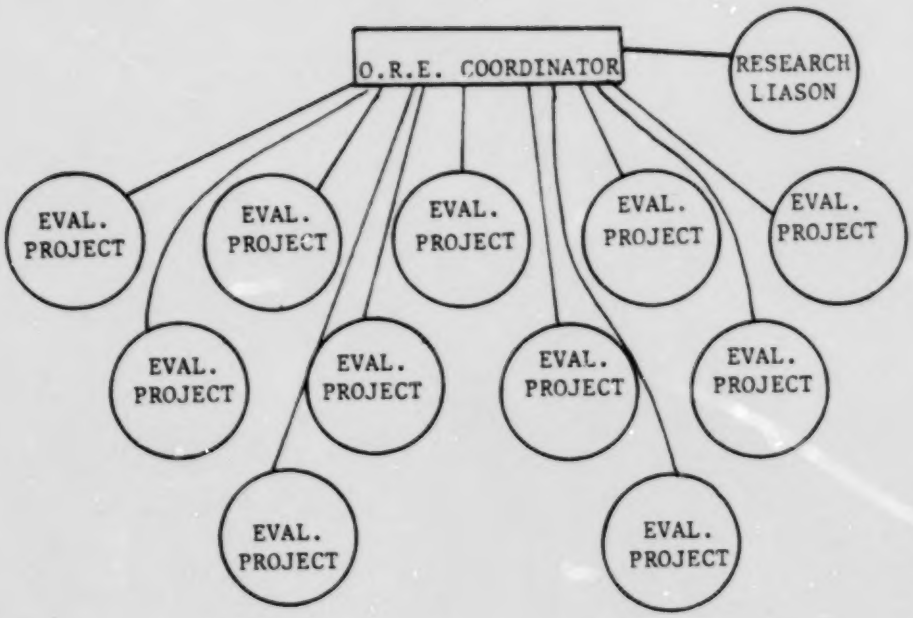
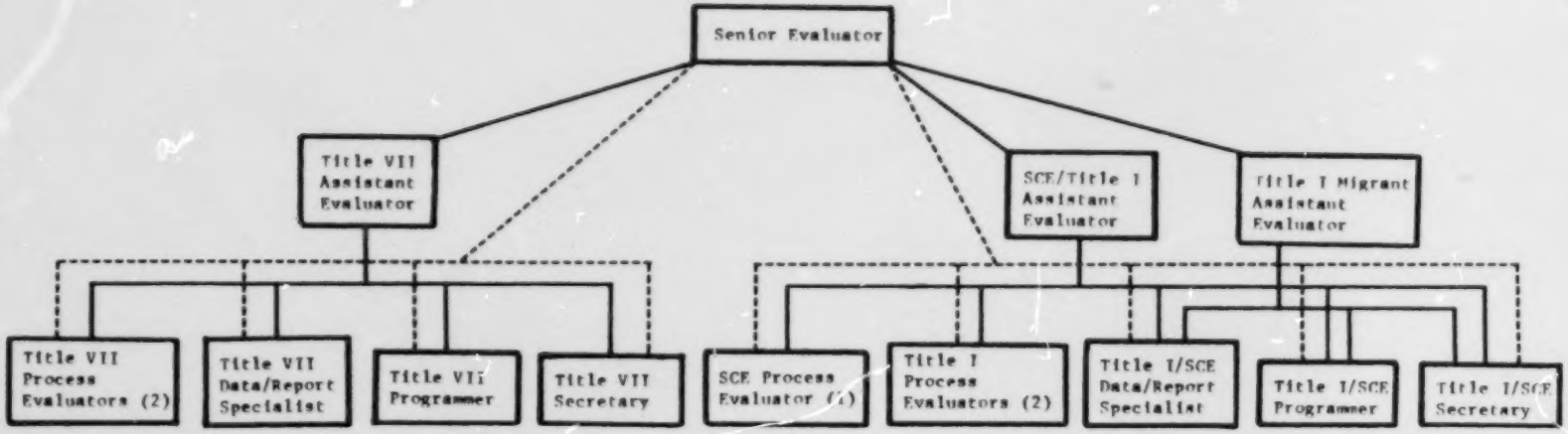


Figure II-2: Actual Internal Management Structure of O.R.E. During 1973-76.

The increasing number of evaluation projects assigned to O.R.E. over the last three years culminated during 1975-76 in an awareness that a mid-level of management between the O.R.E. coordinator and at least some evaluation projects was indicated. Since the majority of the major projects evaluated by O.R.E. (four out of seven) are compensatory education programs which operate in subsets of a larger subset of AISD elementary schools, a great deal of coordination must occur among these compensatory evaluation components. These two facts define the proposed management subcomponent within O.R.E. for federal program evaluation coordination which is shown in Figure II-3 on the following page.

Figure II-3: Proposed Federal/State Program Evaluation Staff



Indirect reporting relationship to Senior Evaluator or Assistant Evaluator ---------

Direct reporting relationship to Senior Evaluator or Assistant Evaluator ———

ESEA Title VII

Senior Evaluator 20%
Assistant Evaluator 100%
Process Evaluator 100%
Process Evaluator 100%
Data Specialist 100%
Programmer 100%
Secretary 100%

ESEA Title I

Senior Evaluator 58%
Assistant Evaluator 25%
Process Evaluator 100%
Process Evaluator 100%
Data Specialist 78%
Programmer 78%
Secretary 78%

SCE

Senior Evaluator 20%
Assistant Evaluator 75%
Process Evaluator 100%
--
Data Specialist 20%
Programmer 20%
Secretary 20%

ESEA Title I Migrant

Senior Evaluator 2%
Assistant Evaluator 50%
--
--
Data Specialist 2%
Programmer 2%
Secretary 2%

The need for the office to improve in-district understanding of evaluation procedures and information continues to be felt. The training and dissemination services developed in O.R.E. this year through Title III resources began to meet this need for several evaluation projects during 1975-76, but this function needs to be extended to all O.R.E. projects. This continuing need indicates a corresponding need for some type of unit within O.R.E. which would coordinate evaluation training and dissemination for the entire office.

The office has begun to deliver an increasing amount of "evaluation services" to district personnel who request assistance in developing objectives, analyzing data, performing small-scale evaluations, etc. There are also, unfortunately, many requests for services which cannot be filled because of limited O.R.E. resources. As more resources do become available to O.R.E., it seems appropriate that these service functions be carried out in a coordinated fashion. This currently small but growing number of service activities indicates another subunit of O.R.E. which could be supervised at a level below the office coordinator position.

The functions of liasoning with external R and E agencies, i.e., local universities, other large city R and E offices, contract agencies, professional organizations, etc., are carried out and/or supervised very closely by the O.R.E. Coordinator. Therefore, any revision in O.R.E.'s internal management structure should reflect this close relationship between the Coordinator and these functions.

The systemwide evaluation component already operating in the current office organization has shown no need of change. Its major functions will continue to be developing and maintaining an instructional data base for program evaluation, providing both short and long term looks at the total instructional program of the district, and providing testing and other information to schools, to teachers, and to individual students when it is appropriate and/or requested by the instructional leadership of AISD.

The district has directed and supplied an increasing number of resources for the office to carry out evaluations of major district-funded programs, e.g., the new quarter system, local compensatory education efforts, etc. Although the local programs assigned to O.R.E. for evaluation in the past have been so diverse as to require minimal coordination among the evaluation efforts, there is perhaps some merit in grouping these activities under one subunit. This last grouping would complete the internal management structure of O.R.E. as it appears in Figure II-4.

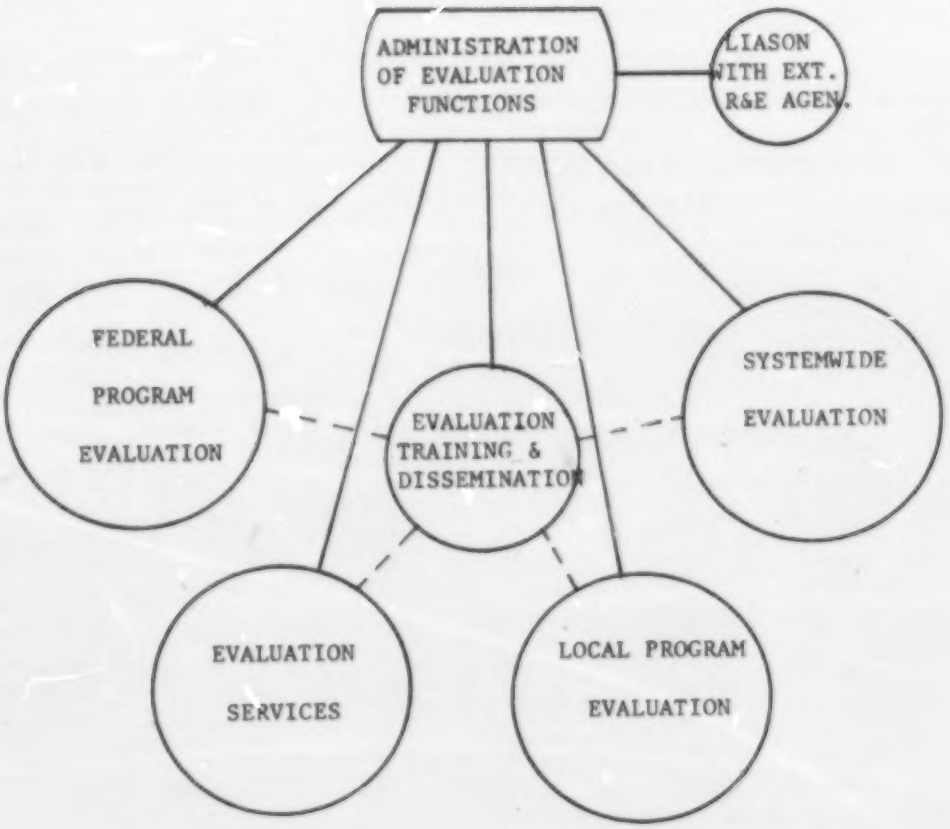


Figure II-4: Proposed 1976-77 Internal Management Structure of O.R.E.

Figure II-4 represents only a general view of the organizational and management changes which will be made in O.R.E. The details of this new structure will be worked out in the late summer during a planning retreat attended by senior level O.R.E. staff. The major advantages of this new structure are:

(1) The activities of each evaluation project will be closely supervised by a senior level staff member who will have more time to devote to this task than the O.R.E. Coordinator would it she directly supervised all evaluation project activities.

(2) The evaluation activities for the Federal programs being evaluated by O.R.E. can be better coordinated by the one senior evaluator who will head up the new Federal program evaluation subunit.

(3) The evaluation training and dissemination activities can be made more readily available to all O.R.E. evaluation projects; the increased emphasis on these two functions implicit in the creation of the training and dissemination subunit will, hopefully, increase the effectiveness of these O.R.E. activities in 1976-77.

RECOMMENDATIONS:

It is recommended that the proposed structure outlined above be implemented. This year, recommendations will be made by the appropriate administrative staff.

2. What should be the objectives for the 1976-77 school year?

RECOMMENDATIONS:

Although there will be no Title III evaluation project in O.R.E. next year, O.R.E. will of course continue to set objectives to help improve its functioning in AISD. The specific objectives will be established by O.R.E. senior level staff during the planning retreat scheduled for late July, 1976. The anticipated areas for setting objectives for next year are:

1) Improving the technical quality of O.R.E.-conducted evaluations.

2) Improving the internal efficiency of O.R.E. operations.

3) Increasing the in-district understanding of O.R.E.-obtained evaluation information.

4) Providing better and more timely input evaluation for program designs prepared by the district.

5) Establishing more realistic and relevant evaluation designs, especially timelines.

III

PROJECT DESCRIPTION

A. PROGRAM DESCRIPTION

Overall Focus: The Austin Independent School District's Office of Research and Evaluation (O.R.E.) was awarded an ESEA Title III grant in Spring 1975. This was the third continuing year that the office had received Title III monies. The original grant, awarded in 1973, was given to the district to establish a research and evaluation capability in the district which could oversee and conduct program evaluations and coordinate research activities within the district. Up until 1973, all program evaluations had been conducted by external evaluation agencies on a contractual basis.

In 1973, the Austin Research and Evaluation unit which was created by this Title III grant assumed the following tasks:

Development of an AISD evaluation model.
Evaluation of federal and district developmental programs.
Coordination of research done in the district by persons external to the district.

Another focus of Austin's Title III grant was to fund in part the activities of the Texas Joint Urban Evaluation Council, composed of the research directors and other staff members of R and E units in the seven large Texas urban districts: Austin, Corpus Christi, Dallas, El Paso, Fort Worth, Houston, and San Antonio. A San Antonio Title III grant provided the other funding for this group.

The two original purposes of the Council were (1) to provide the two newest R and E units (Austin and San Antonio) with guidance from the more mature units in the other five Texas cities, and (2) to facilitate information sharing among the seven cities and promote joint problem-solving during the 4-5 meetings held each year.

Activities directed toward the above major objectives of the Office of Research and Evaluation continued during the first two years. At the end of the second year of the office's existence (and the end of the second year of the office's Title III grant) it began to be clear where additional areas of development for the office were needed. During the first two years of the office's operation, the achievement testing program was managed by another department in the district. This arrangement meant that O.R.E. had no data quality control over the collecting and processing of that information. It gradually become obvious that O.R.E. was among the prime users in the district of the testing information. It followed that O.R.E. should, therefore, be the department in charge of collecting this data. By this time, data quality and data access had become problems which could no longer be ignored.

Another target area for the office by the end of the 1974-75 school year was the training of district personnel to help them understand the workings and philosophy of the Office of Research and Evaluation. It had begun to be clear

that district personnel would never make decisions based on evaluation information which was derived by a process that they did not understand.

Another area of need was for O.R.E. to improve the communicability of its evaluation "reports". We were recognizing that all district personnel simply did not understand the information that was being made available through the rather standard report format adopted in 1973-74.

Finally, because this was to be the final year of the Title III seed grant under which the office was funded, it seemed the appropriate time to disseminate information about the project and about the office at state and national levels.

Taking into consideration all of these concerns, the objectives for the office's third year Title III project were established. The new areas to be worked on in 1975-76 are marked below by asterisks:

1. Complete the refinement and documentation of the CIPO evaluation model.

*2. Plan and refine the instructional program data base.

*3. Promote understanding of evaluation information and procedures among AISD staff.

*4. Institutionalize the AISD-CIPO evaluation model.

5. Administer and/or coordinate evaluation activities of the district.

*6. Disseminate project information at state and national levels.

7. Perform efficiently all other objectives outlined.

Funding Level: The project was funded for a ten month period for a total of $66,650. The project employed the following personnel:

1/2 senior evaluator

1 process evaluator

3 interns

1/2 VOE typist clerk

1 secretary

B. CONTEXT DESCRIPTION

Background of the development of O.R.E.

In the early '70's, Austin Independent School District had launched into many new programs, changing the direction of the district toward more individualized instruction, more emphasis on affective activities and areas, and introducing activities aimed toward easing the negative impact of desegregation. After 1970 the district had sought and accepted many more Federal monies.

The new programs that had been implemented in the district were: Communications Skills (a joint project between Title I and Model Cities) in four East Austin schools, Individually Guided Education in eleven elementary schools, high school busing, Emergency School Assistance Program (which later became ESAA), programs sponsoring the work of Student Community Liason representatives, the Human Relations Councils on each AISD campus, summer workshops in human relations for administrators in the areas of racial attitudes, etc. By 1973, all these changes had begun to cause major concerns in the district among some parents and staff members about the direction that the district was taking and about the effects of those changes.

A push for "more basic education" by several groups of parents appeared at the end of 1973-74 and rose to its peak by the end of the 1974-75 school year.

The original impetus for the creation of an AISD evaluation unit came from a climate created by citizens who appeared before the School Board demanding accountability of the new programs. One Board member responded, "Let's don't put anymore programs in the district unless we evaluate them." All this led the district to begin thinking about developing an evaluation capability within the district.

In the fall of 1972, the district conducted interviews for a Coordinator of Evaluation. The Office of Evaluation which was then envisioned was conceptualized as being similar to the current Office of Staff Development. This office was seen as operating in a service mode, rather than in an accountability mode. The Coordinator would perform some evaluation projects and would also function as a coordinator of all other evaluation done in the district, not all of which nor even the majority of which would be supervised or done by that office.

When the interviews for this new job were concluded, it was decided to offer the job to a specific individual outside the district. This person, however, declined the job offer, and the creation of an Office of Evaluation and the corresponding Evaluation Coordinator position were shelved for the time being.

In the meantime, the district contracted two outside evaluations that year (1972-73): (1) an evaluation of IGE ($1200), and (2) an evaluation of the Communication Skills project (approximately $26,000).

In the spring of 1973, the Texas Education Agency announced the availability of a very large ESEA Title III fund source available to local school districts

through proposals for new or innovative programs. A priority area in which those funds were to be allocated was that of accountability. AISD wrote and submitted a Title III proposal which was designed to establish an Office of Evaluation in AISD. Austin Independent School District personnel, particularly Mr. Marshel Ashley (then Director of the Department of Educational Development) lobbied at TEA for it. Dr. Vance Littleton, AISD Assistant Superintendent of Curriculum and Instruction, obtained the support of the Chief Instructional Officers for this project. The district gave this Title III proposal its highest priority ranking among all the Title III proposals it submitted in the spring of 1973.

At this time public pressure for accountability was mounting all over the state. Accountability was a top TEA and State Board of Education priority. Certain TEA personnel, particularly Dr. Walter Howard, had worked to have some Title III monies allocated for this priority. Also at this time San Antonio submitted a Title III proposal to fund the development of an evaluation model by a consulting firm and the subsequent creation of an evaluation unit in the San Antonio Independent School District. Individuals among the Chief Instructional Officers, the urban superintendents, and staff at TEA conceived the idea of a Texas Joint Urban Evaluation Council (JUEC) as a way to strengthen both Austin's and San Antonio's Title III proposals. These individuals saw the purpose of the Evaluation Council as that of sharing evaluation information among the seven cities, thereby increasing the payoff throughout the state of all the urban cities' research efforts. Consequently, both Austin's and San Antonio's Title III proposals which were submitted to TEA included funding of the JUEC.

After AISD's proposal was submitted to TEA, indications were favorable that the district probably would receive the needed Title III monies to start an evaluation unit. During this time strong evaluation components were also written into other AISD federal proposals: ESAA Pilot, Esaa Bilingual/Bicultural, and ESAA Basic.

In the late spring of '73, Austin received notice from TEA that their Title III proposal had been funded. (San Antonio's was also funded.) In addition, all three of the district's ESAA proposals were funded, two of which had retained their strong evaluation components (Pilot and Bilingual). Thus, in early July, 1973, the Office of Research and Evaluation was born.

Related events following in 1973-74 and 1974-75 have been documented in evaluations of O.R.E. prepared in past years which are available in O.R.E. files.

1975-76 Events Which Affected the Operation of the Title III Project.

During 1975-76 there were many in-district events which affected the operation of the Title III evaluation project.

Basic Skills Committee Activities: During the fall of 1975, a Basic Skills Committee was appointed by the School Board for the purpose of studying the status of basic skills in Austin Independent School District and making quarterly reports to the Board on this subject. This committee requested from the administration a school by school breakdown of all 1974-75 achievement test results. Because O.R.E. had by that time assumed responsibility for the achievement testing program, the responsibility of providing this information fell to O.R.E.

It was important, we felt, to provide this group and the community with something more than just a rank order listing of school level grade equivalent scores. Therefore, the O.R.E. testing personnel and the Title III staff devoted practically all of November and December to developing and producing school profiles which included not only achievement test data but attendance, socio-economic, staffing, and other school level data. (An example of this shown in Figure IV-1.)

The major point made here is that this unanticipated task of producing school by school profiles early in the year detracted seriously from the project resources, thereby depriving the project of two months which had been planned to be devoted to the inservice activities outlined in the project proposal.

Curricular Context of the District: In response to community pressure for "more basic education", the Administration designated 1975-76 as a year of reemphasis on basic skills. This "reemphasis" was somewhat of a compromise response to several groups in the community which had requested that Austin Independent School District establish some alternative fundamental schools.

Most of the federal curriculum programs operating in the district continued during 1975-76: Title VII Bilingual, ESAA Pilot, ESAA Basic, and several smaller Title III projects.

The largest curriculum innovation introduced into the district this year was at the high school level. The state-mandated quarter system was introduced into the entire curriculum K-12 for record-keeping purposes. However, at the high school level the new quarter system was accompanied by a massive curriculum revision which greatly increased the number and variety of courses offered to high school students. O.R.E. conducted an evaluation of this effort.

Personnel Changes in the District: Just prior to the start of this year's Title III evaluation project, Deputy Superintendent Dr. Vance Littleton, to whom the office had reported directly in the past, resigned and moved to a superintendency in south Texas. This meant that for the rest of this year O.R.E. has reported directly to the Superintendent.

1975-76 was a School Board election year. Two board members, Jerry Nugent and Will Davis, ran for reelection and both were reelected. It might be noted here that the 1975-76 school elections demonstrated a somewhat conservative feeling among the school board election voters. This is in contrast to the usually liberal vote among the Austin citizenry in city and state elections.

C. EVALUATION DESCRIPTION

The evaluation of the 1975-76 Title III evaluation project was designed to be contracted to an outside consultant. The project director had anticipated calling in one or more national experts in public school evaluation to conduct an audit of the achievement of all the project objectives giving special attention to the objective, "O.R.E. will promote the institutionalization of the AISD's CIPO evaluation model".

In early April, Dr. Jim Jacobs who developed and currently directs an outstanding research and evaluation unit in the Cleveland Public Schools was invited to conduct this evaluation. However, he was slated to direct a three month project in Baghdad, Iraq, during May, June, and July of 1976, and therefore was unable to come to Austin. In May and early June O.R.E. invited by phone three more nationally-recognized evaluation leaders but all were unable to schedule time away from their current projects to perform the needed O.R.E. audit: Drs. James Popham (UCLA), Dan Stufflebeam (Western Michigan), and Arnold Ashburn (Texas Department of Public Welfare).

At this point, the project director decided to search in other circles for a qualified consultant to do the audit. Dr. Floyd Brandt, University of Texas professor of management, also Director of the University of Texas' Office of Planning and Assistant to President Lorene Rogers, was interviewed and contracted to evaluate the project at a cost of $750.00. Dr. Brandt's audit is in progress at this date, and his report will be submitted to the Texas Education Agency under separate cover.

IV

EVALUATION FINDINGS

This year, AISD's Office of Research and Evaluation Title III project had seven objectives. Each of these objectives will be presented in the following pages along with a statement concerning the level of attainment of that objective. The activities designed to lead to the achievement of each objective are underlined and discussed under the corresponding Supportive Data section for each objective.

1. (OBJECTIVE) O.R.E. will complete the refinement and documentation of the CIPO evaluation model.

   LEVEL OF ATTAINMENT: Achieved.*

   *Although this is stated here as having been achieved, it must be made clear that such an objective will probably never be attained in an absolute sense. Any model should be designed in such a way that continous improvement is internally mandated. Refinements will always have to be made in the CIPO planning and evaluation model. However, all of the activities proposed in the Title III proposal to effect the achievement of this objective have been carried out.

   SUPPORTIVE DATA:

   O.R.E. will review draft designs with appropriate decision makers (teachers to administrators) and revise these designs as necessary.

   All seven O.R.E.-developed evaluation designs for 1975-76 (see column 2, Table IV-1) were reviewed with some appropriate decision makers. In some cases, relatively few changes were made in evaluation designs after these reviews. Signoffs by these decision-makers were requested by O.R.E. to document that they had reviewed and approved the implementation of that particular evaluation design.

   Problems with the evaluation design review process. It should be noted that getting the appropriate decision-makers to review O.R.E.'s evaluation designs continues to be a time-consuming, unglamorous task which often is performed in a perfunctory manner by administrative personnel. It is probable that many of the decision-makers, even those who signed off on a design, did not read the design before doing so.

   Perhaps the source of this problem lies in the form in which the evaluation design is presented, i.e., the evaluation design document is too detailed, too thick, demands too much time of already overtaxed administrators. (One of the continuing sources of noncommunication between evaluation and program personnel is the complexity of the evaluation process.)

TABLE IV-1: SUMMARY OF EVALUATION REPORTS PRODUCED BY O.R.E. DURING 1975-76
(Does not include occasional papers, brochures, instruments, etc.)

Evaluation Project	Evaluation Design	Formative Reports or Memos	Final Reports	Technical Report
1. Quarter System	1	3	1	1
2. Title I	1	3	1	1
3. State Compensatory	1	-	1	1
4. ESAA Pilot (Project Assist)	1	N.A.	1	1
5. Title I Migrant	1	-	1	1
6. A Regression Analysis of Pupil/Teacher Ratio	N.A.	N.A.	1	-
7. Data Services: External User and Internal Staff Satisfaction	N.A.	N.A.	1	-
8. Systemwide Evaluation	1	3	1	1
9. Title VII Bilingual	1	3 & 67*	1	1
10. Title III Evaluation Project	-		1	N.A.
11. ABSTRACTS of 1975-76 Evaluation Projects	N.A.	N.A.	1	N.A.
Total	7	12 & 67**	11	7

* 3 formative reports and 67 formative memos.

** 12 formative reports and 67 formative memos.

O.R.E. will continue to work on improving communication between evaluation and project personnel in the early stages of every evaluation project. It may well be that future O.R.E. evaluation design documents will be very abbreviated summaries of 1) decision questions, and 2) testing schedules.

O.R.E. will execute design plans.

The seven evaluation designs were executed during 1975-76:

Quarter System Evaluation
Title I Evaluation
State Compensatory Education Evaluation
ESAA Pilot (Project Assist) Evaluation
Title I Migrant Evaluation
System Wide Evaluation
Title VII Evaluation

O.R.E. will prepare and present formative evaluation reports.

During 1975-76, 12 formative reports were prepared and released by the O.R.E. (see Column 3, Table IV-1). One O.R.E. evaluation project (ESEA Title VII Bilingual Project) began to experiment during the year by sending "formative memos" to project staff, rather than producing formative reports. (During the year, 67 such memos were sent). The object of this new approach is to break the evaluation information down into more confrontable smaller pieces of information and to achieve faster turnaround on evaluation information fed to program staff. In the Title VII evaluation project, this formative memo approach seems to have been more successful than the formative report approach. This approach will probably be utilized heavily by other evaluation projects in the future.

O.R.E. will prepare and present summative evaluation reports.

This year, eleven summative or final evaluation reports will be released by O.R.E. They are:

1975-76 Final Evaluation Reports

Systemwide Testing
Quarter System
Title VII Bilingual/Bicultural Project
Title I Project
State Compensatory Education Project
ESAA Pilot Project Assist
Title I Migrant Project
A Regression Analysis of Pupil/Teacher Ratio
Data Services: External User and Internal Staff Satisfaction
Title III Evaluation Report
ABSTRACTS of O.R.E. Evaluation Final Reports

These reports are planned for completion by July 1, 1976 and will then be submitted to AISD administrative staff for review and study. During July, AISD administrative staff will make recommendations regarding the decision questions addressed by these reports. Then in early August, these reports along with the administrative recommendations will be presented to the AISD School Board.

In the previous two years, O.R.E. has made these recommendations. However, this year the recommendations will be made by administrative personnel, based on the evaluation findings reported in these studies. This change in procedure was suggested by AISD's Cabinet (Superintendent, Assistant Superintendent, and Directors of Elementary and Secondary Education).

O.R.E. will revise the CIPO model and AISD Evaluation Guide as necessary.

During the 1975-76 school year, O.R.E. developed a Proposed Initial Set of Policy/Procedure Statements Covering Research and Evaluation in AISD. These proposed policy statements were presented to the Cabinet for their review and input in late spring, 1976. The next step involved in having these policies legitimatized is for the Superintendent to present them to the School Board for their approval. It is anticipated that this event will occur in the fall of 1976. Once these policies have been approved and corresponding procedures have been developed, they will be added to the AISD Evaluation Model document under the Policies section and will also be inserted in the Administrative Handbook.

There have been few written changes in the AISD Evaluation Model this year. There is one area in the model, however, which will eventually probably be changed: that is a change in emphasis from objectives to decision questions. It would take a long treatise, indeed, to fully relate the practical and philosophical background surrounding the conflict in our thinking between these two focuses. However, it can be summarized briefly. Evaluations which focus on program objectives alone wind up being didactic, fragmented efforts which which lose a central focus or theme. Further, an evaluation report which reports on progress (or lack of progress) of a program toward the achievement of forty outcome, process, and input objectives, does not easily encourage renewal or accountability in an organization which changes itself only with great difficulty anyway. However, evaluations which focus on the fewer program decisions which must be made at specific points in the project's operation by various levels of decision-makers are much more likely to result in the evaluation information actually being used by decision makers. This is especially true when the decision questions have been generated by the decision makers themselves.

Because the Austin definition of evaluation is "providing information for decision making"[1], the trend in evaluation focus has been as follows:

1973-75 Focus mainly on objectives.
1975-76 Focus on both objectives and decision questions.
1976-77 Focus mainly on decision questions.

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[1]Freda M. Holley, et al. The CIPO Planning and Evaluation Model. Austin Independent School District Office of Research and Evaluation: Austin, Texas. 1975

2. (OBJECTIVE) O.R.E. will plan and refine the instructional program data base.

LEVEL OF ATTAINMENT: Achieved.

All evidence indicates that great strides have been made in the direction indicated by this objective. Again, it is doubtful that this objective can ever be attained in any absolute sense since continuous improvements must be pursued. However, relative to the past two years this objective must definitely be ascribed as achieved.

SUPPORTIVE DATA:

O.R.E. Assumed the AISD Group Testing Program.

During the 1975-76 school year, the Office of Research and Evaluation assumed the responsibilities of the group testing program in the district. For the past five years, the group testing program had been administered by the Department of Student Development.

The assumption of these responsibilities meant that O.R.E. supervised the following test administrations with the following populations:

TABLE IV-2: AISD GROUP TESTING PROGRAM, 1975-76

TEST	POPULATION	DATES
PAL (Language Dominance Test)	All K-2 students not already classified as to dominant language	Aug 25-Oct 31, '75
Metropolitan Readiness Test	All first grade students	September 1-5, '75
Boehm Test of Basic Concepts	All kindergarten students in Title I schools	Sept 2-5, '75
Primary Mental Abilities	All third grade students	Throughout year
Boehm Test of Basic Concepts	All kindergarten students	February 9-12, '76
California Achievement Tests (Reading and Math Subtests)	All students in grades 1-6 All students in grades 7-8	April 5-15, '76 February 9-13, '76
Sequential Tests of Educational Progress (Reading, English Expression, Science, Math, Social Studies)	All students in grades 9-12	April 12-23, '76
School Sentiment Index*	6th grade - sample of classes 4th grade - sample of classes	April 20-23, '76

*This year was the first time this test was given on districtwide sampling basis. This was the district's first attempt to collect information districtwide in the affective area.

Associated Duties Assumed by O.R.E.

1. The testing program doubled in '75-76. The AISD group testing program was expanded in 1975-76 to about double its previous scope. This year, all students in all grades (1-12) were tested with an achievement test. In years past, only students in grades 1, 2, 4, 6, 7, 8, and some 9th graders had been tested.

2. O.R.E. scored primary students' tests. Prior to this year, tests for students below grade 4 had been handscored by classroom teachers, and only the results had been reported by teachers to the district testing officials. This year O.R.E. assumed responsibility for hand-scoring all primary students' tests (grades 1-3). The purposes of this added responsibility were (1) to relieve overburdened teachers of this responsibility, and (2) to ensure accuracy of testing results at these grades by eliminating errors due to teacher fatigue, misunderstanding of scoring directions, etc.

3. Publication of school by school and district achievement profiles. During the early part of this school year there was a good deal of public pressure from both the local media, from individual lay groups, and from a Board-appointed Basic Skills Committee for the district to release school by school achievement test results to the public. This had not been done in Austin for a number of years. Therefore, in November and December of 1975, O.R.E. staff developed school by school achievement profiles showing the trend for each group over the last three years.[1] An example of these profiles is shown in Figure IV-1.

The statistics used in these profiles were: the median, the first quartile point, and the third quartile point. Additional information about each group was also provided on socioeconomic status of the student population, special projects operating in that school, student attendance, etc.

O.R.E. Revised Test Administration Procedures To Improve Data Quality.

1. Districtwide test guidelines developed. The first task which had to be completed was getting each school in the district to agree on some very crucial aspects of the testing program, e.g., deciding what types of children would be excused from the testing program and, conversely, which children must be included in the testing sample.

This issue and many others just as critical were settled by O.R.E. staff working with Testing Committees. There were four such committees formed to work with O.R.E. staff: a committee at elementary, at sixth grade, at junior high, and at high school levels. (Each of these levels had unique testing situations to be dealt with.)

Each committee was composed of people who would be working directly with students during the testing times. At the elementary level, teachers, principals, and counselors were asked to serve on the committee. At the sixth grade, junior high, and high school level, mainly counselors were involved. In most cases membership in each committee was based on a random selection process. At the elementary level, for example, the AISD faculty directory was used to select most members.

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[1] Watkins, Jim, et. al., AISD School District and School Campus Longitudinal Trends--1972-73, 1973-74, 1974-75. Office of Research and Evaluation. Austin Independent School District, Austin, Texas. December, 1975

QUASI-LONGITUDINAL TRENDS
Grade 2
1972-73 Through 1974-75

READING VOCABULARY According To The CALIFORNIA ACHIEVEMENT TEST

PERCENTILE RANGE	TESTING FOR YEAR: 1972-1973	1973-1974	1974-1975				NORM GROUP (NATIONAL)
90-99							
80-89							
70-79							
60-69							
50-59							
40-49							
30-39							
20-29							
10-19							
1-9							
Number of Students Tested (N), 1st Quartile Point (Q_1), Median (M), and 3rd Quartile Point (Q_3)							
N	1994	3544	3981				
Q_3	87 %-ile	84 %-ile	87 %-ile				75 %-ile
M	58 %-ile	58 %-ile	62 %-ile				50 %-ile
Q_1	30.5 %-ile	26 %-ile	29 %-ile				25 %-ile
DISTRICT-RELATED FACTORS							
TOTAL ENROLLMENT	55861	58332	58457				
PERCENT ATTENDANCE	92	91	91				
PUPIL TEACHER RATIO							
ECONOMIC INDEX	20.60	21.76	24.91				
ETHNIC DISTRIBUTION	MA B A 22 15 63	MA B A 21 15 64	MA B A 22 15 63	MA B A	MA B A	MA B A	
MAJOR SPECIAL PROGRAMS:	TITLE I ESAA BASIC IGE	TITLE I ESAA BASIC IGE ASSIST ESAA BI/BI	TITLE I ESAA BASIC IGE ASSIST ESAA BI/BI TITLE VII				

Figure IV-1: AN EXAMPLE OF SCHOOL PROFILES PREPARED BY O.R.E. STAFF IN NOVEMBER AND DECEMBER, 1975.

It should be reported here that each of these committees worked long and hard hours hashing out some very complicated issues like testing dates, what help students should (or should not) be given, how to give makeup tests, how to share students' scores with parents, etc. During the many meetings of these committees it was often heard, "There are ten different ways to do the testing. Five ways are O.K., and five ways are not O.K. Our job is to all agree on which one of the five good ways we are all going to use."

2. Testing guidelines provided. Following the adoption of districtwide testing guidelines by the Testing Committees, O.R.E. developed detailed testing instructions for classroom teachers and other testers in the schools to make use of during the testing situations. These instructions were designed to make them appear interesting, lucid, and attractive to school personnel, most of whom were not very excited about the subject of standardized testing.

At the elementary level, teachers received very detailed directions as well as the Testing Manual for their level of the California Achievement Tests.

The junior high level was the area where the most standardized conditions had prevailed in years past. Counselors had, in general, already organized the testing in their buildings so that it occurred under relatively unstrained circumstances. However, a copy of the districtwide testing guidelines were provided for every junior high teacher in the district.

Testing instructions at the high school level were the most extensive ones provided by O.R.E. This was necessary here because standardized testing was a brand new experience for most of the high school teachers. The high school testing was also the longest, most comprehensive testing which occured in the district. Instructions for both teachers and building test coordinators were color-coded for each day's activities.

At all three levels, copious usage was made of checklists for school personnel to follow, checking off each activity as it was completed.

3. O.R.E. developed practice tests for students' use. One of the biggest problems which was uncovered during the work with the Testing Committees was that many elementary students (and teachers) did not feel comfortable with standardized testing. Much of this discomfort was ascribed to unfamiliarity with this kind of a testing situation. In response to this problem, O.R.E. developed practice tests for use at the elementary level. Practice tests, which resembled in format the four different levels of the California Achievement Tests, were developed by O.R.E. and disseminated for use by AISD teachers.

4. Massive staff development conducted. O.R.E. staff (Title III staff mainly), other district administrative personnel (instructional coordinators notably), and a core of teachers from the Elementary Testing Committee worked long and hard to contact every elementary teacher in the district before the testing occurrence. These persons presented teachers with staff development sessions designed to teach teachers how to get their students ready for standardized testing. Points were stressed like: have your students use number two pencils; use practice tests before the real test to help them be relaxed; have students do some of their seatwork prior to the testing situation in a timed situation;

assign some "multiple-choice" homework prior to the testing. A standard in-service package (script with transparencies) was developed by O.R.E. Title III personnel. This package was used by O.R.E. staff, central office administrators, principals, and interested teachers to train elementary teachers in these topics.

At the junior high and high school levels, school counselors carried out the needed teacher training with minor assistance from O.R.E. staff.

O.R.E. Planned for Additional Systemwide Data Needs, Especially in Affective Areas Related to Instructional Program Evaluation.

The unexpected number of tasks associated with assuming the AISD group testing program made it unfeasible to do as much in this area as had been hoped at the beginning of the year. O.R.E. was able to collect information related to elementary students' attitude toward school and school activities at two grade levels. However, the question of the desirability of utilizing a self-concept test was investigated. This investigation resulted in a decision that a self-concept test could not be recommended. In a parallel investigation, it was decided to collect, on a sample basis, information on attitude toward school.

At the sixth grade level, classrooms were randomly selected for testing with the Intermediate Level of the School Sentiment Index (SSI)[1]. At the fourth grade, ten schools were randomly selected, and all fourth graders in each of those schools were tested with the Primary Level of the School Sentiment Index.

The data available from these instruments will provide a benchmark regarding AISD student attitude toward school at these grade levels in the years to come. Correlations between students' SSI responses and other student data can also be made.

3. (OBJECTIVE) O.R.E. will promote understanding of evaluation information and procedures among AISD staff.

LEVEL OF ATTAINMENT: Achieved.

All activities designed to lead toward the achievement of this objective have been carried out, and there is definitely more understanding within the district of what O.R.E.'s function is, as well as increased interest in O.R.E. evaluation findings. However, there is much room for further improvement in this area.

SUPPORTIVE DATA:

O.R.E. will consider alternative approaches to evaluation inservice in a system already saturated with inservice activities.

Just prior to the beginning of the 1975-76 project year, the feeling of the district's administrators and teachers was perceived as, "All our time is taken up with meetings and shuffling papers. There's no time to get any work

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[1]School Sentiment Index (SSI) - Both the Intermediate and Primary Level forms are available from the Instructional Objectives Exchange (IOX), P.O. Box G, Reseda, California 91335

done", i.e., teach, plan, think. Although perhaps not true in any absolute sense, there was a great deal of truth in that expression of frustration. O.R.E.'s task of communicating evaluation information and the not uncomplex means by which that information is collected could have been seen by many AISD personnel as "just one more unnecessary meeting" and "more paper to read". Needless to say, the task of identifying successful alternative approaches to evaluation inservice was a challenging one. Gradually, however, several ideas took shape.

Traditional inservice sessions were unavoidable for some target populations and a few of these were conducted.

Table IV-3 below lists those groups who received traditional inservice sessions in evaluation information and procedures.

TABLE IV-3: "TRADITIONAL" INSERVICE SESSIONS CONDUCTED BY O.R.E. STAFF DURING 1975-76

TARGET GROUP	TOPICS	LENGTH OF SESSION
All Title I Principals	School-level data available for use in setting school goals; The CIPO planning and evaluation model; How to plan a school-specific Title I program	1 week
All Elementary Area Directors and Coordinators	The CIPO planning and evaluation model; How to interpret standardized test scores	1 day
All Title VII Bilingual Program, Principals, and Teaching Staffs	What is Research?; How to plan a research-based Title VII program	2-3 hours

One alternative identified was the creation of a monthly newsletter which was sent to all AISD instructional and clerical staff. The purpose of this publication (Feedback) was to share information about evaluation and research activities of O.R.E. Each month the newsletter featured one of O.R.E.'s activities, e.g., the evaluation of the new quarter system, the expanded achievement testing program, etc. However, there were regular "columns", including the monthly testing schedule, a listing of all O.R.E. reports and documents to be completed that month, and "Dear Freda" - a question and answer column written by the O.R.E. coordinator.

At the end of 1975-76 school year, Feedback had a circulation of 5,500 persons. In addition to AISD staff, it was mailed to all University of Texas education faculty, the major city public school R and E directors, the local media and selected national, state, and local officials. The printing costs for 8 issues are estimated to have been around $1,100. It required around 320 hours (40 days) of writing and editing time and about 96 hours (12 days) of secretarial time to mail the newsletters. The personnel costs were indeed high, but considered well worth it for this year. The newsletter was received well by AISD staff, i.e., only positive written and verbal comments were received by the editors. A survey of 300 AISD staff members is planned for late August, 1976, to ascertain whether or not Feedback's continuing existence is warranted.

Another new approach which has been successful in some situations this year was the use of brochures and pamphlets to communicate O.R.E. information and procedures. Three such brochures were developed this year:

The New Quarter System: What Parents, Teachers, and Students Think
Title VII Bilingual Research in AISD
The Office of Research and Evaluation: Providing Information for Decision Makers

This approach, like slide-tape shows, works some of the time with some people. They are successful as accompaniments to papers and presentations, as follow-ups to meetings, and with persons who already want the information and/or do not have time to read detailed reports.

A word of caution: brochures, pamphlets, and newsletters could easily become just as invisible as memos and reports if used with great regularity. Like most effective mass communication, the attention-getting potential of a communication is determined by its novelty or newness.

Another alternative to inservice, especially at the top level of decision-making, was the involvement of key people in making presentations on O.R.E. philosophy, procedures, or findings. Quite frankly, this alternative was not premeditated. It is recorded here merely to document what turned out to be a successful method of communication with very busy and time-pressured decision-makers.

Another alternative which was identified but which never came to fruition for lack of time resources, was the writing of a School Based Planning Manual. This manual was conceptualized as a planning handbook for principals' use in setting school goals, for program staff to use in planning federal programs, etc. Their involvement in its development phase would be crucial to eventual use; time pressures on these key people as well as O.R.E. staff made postponement appear advisable. However, a writing task force of AISD staff experienced in planning and who were also familiar with the CIPO planning and evaluation model was organized. This task force did much initial work, all of which is on file in O.R.E. should the needed time resources become available in the future to complete this manual.

Another alternative which was used with great success was the "training package approach." This approach was used in situations where the target populations were too large and/or scattered to be trained directly by O.R.E. staff. In these cases, particularly in the area of testing procedures and testing results, O.R.E. developed "canned" inservice packets including a detailed script, transparencies, handouts, practice materials, etc. These materials were then modeled by O.R.E. staff, and in one case the Superintendent, for audiences of trainers (principals, instructional coordinators, teachers, etc.). These trainers then received complete copies of the training packet and used it later with more localized groups, usually at the building or community level. The most complete sets of training packages developed by Title III staff this year are:

Sharing School Level Test Scores with Your Community
Getting Your Students Ready for Standardized Testing (Elementary Level)

The last alternative to traditional inservice used by O.R.E. this year to promote understanding of evaluation was not new. It simply involved "being a consultant" to those individuals and schools who requested evaluation services from the office.

This meant that when a school asked for assistance in setting school goals, the responding O.R.E. staff person taught that school faculty the components of the CIPO planning and evaluation model, leading them to set their own goals and to develop their own evaluation strategies. When a federal project staff asked for assistance in designing project objectives and evaluation designs for the coming year, the O.R.E. consultant worked to increase understanding of the relationship between project outcomes, processes, and inputs.

The above seven techniques all demonstrated or promised some success in our staff development efforts this year. But we will have to find many other approaches to achieve our overall goal of "promoting understanding of evaluation information and procedure among AISD staff." Proselytizing for rational planning and responsible evaluation can be a lonely and frustrating experience in an environment where unexpected court orders, legal holds, and late funding are regular occurrences. Just as students in public schools do not all learn the same way from the same approach, neither can communication with teachers, principals, administrators, and board members be standardized. The search for effective means of communication will continue in our work for years to come.

O.R.E. will draft and revise an inservice plan for 1975-76 subject to continuous review and updating.

The Title III evaluation project's inservice plan was drawn up in late September, 1975, and it was continually reviewed and updated. A copy is available on file in O.R.E. for review.

O.R.E. will acquire and create inservice materials in accord with the inservice plan developed.

We anticipated that few evaluation materials were available on the market, but we were suprized to learn how few existed. Consequently, all of the inservice materials used by O.R.E. this year were "home grown" products. This included the training packages referred to in the previous section and exercises developed for the CIPO model orientation inservices.

O.R.E. will provide inservice sessions in accord with the inservice plan developed.

Specific instances of the inservices and alternatives used by O.R.E. this year have already been documented in the first subsection of the Objective 3 activities.

4. (OBJECTIVE) O.R.E. will institutionalize the AISD CIPO evaluation model.

LEVEL OF ATTAINMENT: Not Achieved.

This is another one of those areas in which absolute attainment is not probable for several years, if ever, and although all activities proposed to achieve this objective were completed, it must be conceded that only initial steps have been taken in this area.

SUPPORTIVE DATA:

O.R.E. will implement proposed signoff procedures (approvals) assuring that evaluation plans in accord with the CIPO model are integral to all proposed major district projects.

This year, the project director developed and submitted to the Superintendent for his review several O.R.E. policies and procedures. Among several of these documents "review (of) evaluation designs by appropriate personnel" (Participation in School/Program Evaluation) is indicated. However, as indicated on the first page of this chapter, there are problems associated with required signoffs. The future of "signoffs" on evaluation is at this point really not certain.

O.R.E. will assist central administrators in the selection and assignment of evaluation projects for the AISD evaluation unit for formal evaluation in the 1976-77 school year.

The selection of 1976-77 district evaluation priorities was performed in three phases. The first phase involved collecting through group meetings and interviews evaluation priorities from a) Central Office Directors, b) Board Members, and c) the Evaluation Advisory Committee. The areas suggested by these groups were then compiled into one list with an indication of the frequency with which they had been suggested.

In the second phase this list was submitted to the Superintendent who with the help of the Cabinet selected several areas for final consideration by the Board.

The third phase was carried out in a Board meeting held from 10:00 a.m. - 3:00 p.m. on Saturday, May 1, 1976. The Cabinet, the media, and the O.R.E. Coordinator also attended the meeting which had the twofold purpose of selecting district goals and selecting district evaluation priorities for 1976-77. A complete packet of introductory materials, worksheets, and exercises used in that meeting by the O.R.E. Coordinator is on file in O.R.E. for interested readers.

The final decisions made by the Board at the May 1 meeting are shown below:

1976-77 District Emphases

Achievement in Basic Skills
Achievement of Low Socioeconomic Students
Testing of Teacher Basic Skills (Math, Reading, Grammar, etc.)
Desegregation

1976-77 Evaluation Priorities

Achievement of Low Socioeconomic Students
The Quarter System (Secondary Curriculum Evaluation) - Year Two

5. (OBJECTIVE) O.R.E. will administer and/or coordinate evaluation activities of the district.

LEVEL OF ATTAINMENT: Achieved.

The activities proposed to attain this objective have been carried out.

SUPPORTIVE DATA:

O.R.E. will prepare evaluation designs for projects selected for evaluation and will review these designs with appropriate decision-makers.

O.R.E. will execute these design plans.

O.R.E. will prepare and present formative evaluation reports.

O.R.E. will prepare and present summative evaluation reports.

Each of the above four activities are reported on under Objective 1 in the first several pages of this chapter. Each of the four activities were carried out.

O.R.E. will provide consultation, technical assistance and/or administration on evaluation designs and evaluations for federal programs.

Early during the 1975-76 school year, O.R.E. employed a senior level evaluator through district monies to provide evaluation services to district personnel on a request basis. One of the requests to our office for assistance this year came from ESAA staff who were preparing the Basic and Pilot proposals for 1976-77. It was estimated that 120 senior evaluator hours and 80 intern hours were expended in assisting the ESAA staff to formulate program objectives and in writing evaluation strategies for the proposed project.

The Title VII and the Title I proposals for 1976-77 were also the product of much O.R.E. staff input, specifically in terms of clarification of objectives with program staff and in proposing evaluation strategies to evaluate the achievement of those objectives.

The Coordinator of O.R.E. spent several days' time offering advice on program design and evaluation strategies to AISD staff who were preparing Title IV proposals for 1976-77 funding.

O.R.E. will monitor all O.R.E.-contracted evaluation efforts.

There were only three O.R.E.-contracted evaluations by outside consultants in 1975-76. The largest one was granted to ARBEC (Applied Research for Business, Education, and Community Service) for the evaluation of Austin's ESAA Basic grant.

O.R.E. assigned one of its senior evaluation staff members to oversee this specific contract with ARBEC. The tasks involved prior to the award of this contract were discovered to be:

PHASE ONE - Prior to contract award:

1. Develop an RFP (Request for Proposals).
2. Develop a list of bidders.
3. Send out RFP's.
4. Hold bidder's meeting to clarify RFP.
5. Establish district readers committee to review incoming bids.
6. Design rating form to use in rating submitted bids.
7. Oversee reading and rating of bids submitted.
8. Summarize ratings.
9. Hold decision-making session with reading committee to come to concensus concerning award of bid.
10. Notify winner (and losers) of bid.
11. Award contract.

During this first phase, it was estimated that the senior evaluator in charge spent 1 1/2 days per week for a two month period, working with both program personnel, district readers, and bidders. Phase One was seen by O.R.E. as a surprizingly expensive strain on O.R.E. time resources.

Phase Two of this activity, occurring after the award of the contract involved:

PHASE TWO - Subsequent to contract award and during the period of the contract:

1. Visit vendor's site of operations to monitor work done and in progress.
2. Communicate information between vendor and program personnel.
3. Arbitrate disagreements over evaluation procedures, etc., between vendor and program personnel.
4. Perform other liason/communication activities between vendor and program personnel as were required during the period of the contract.

The senior evaluator estimated that 1/2 day every other week of his time for the duration of the contract (16 weeks) was required to conduct the activities of Phase Two.

Considering only the time invested by one senior evaluator and one O.R.E. secretary, the O.R.E. personnel costs for overseeing this evaluation project were:

21 days Senior Evaluator @ $73.00/day	$1,533.00
5 days Secretary @ $25.00/day	125.00
Total	$1,658.00

These costs were supplied by AISD district funds and were not supplemented by any ESAA monies.

The other two contracted evaluations for the ESAA Pilot project were monitored by a halftime evaluation intern who was also responsible for conducting an outcome evaluation of that project. Therefore, the majority of the costs of overseeing these two contracts were covered by ESAA funds.

O.R.E. will provide consultation and technical services or assistance on evaluation to AISD staff persons.

Throughout the year, many requests for evaluation services were made of O.R.E. personnel, e.g., make presentations to school faculties, or P.T.A. groups, provide inservice to school faculty prior to school-level goal setting by principal and teachers, etc. At the beginning of the year, a procedure was established within the office for recording the number and extent of requested services to O.R.E. This procedure involved simply filling out and processing a "Service Request Form". As the year progressed, O.R.E. personnel became negligent in filling out these forms as services were requested of them and simply supplied the service to the requesting individual or school. However, one senior evaluator did keep a rather complete record of services requested of him. These requests are summarized in Table IV-4. When queried regarding the accuracy of the time estimates entered on these service request forms, the evaluator indicated that the time and costs of meeting these requests probably were underestimated by about about half. All evaluators who were federally funded (and thus prevented by guidelines from responding to requests from persons not employed by some project) performed substantial numbers of comparable service activities for their respective program staffs.

TABLE IV-4: SAMPLE OF SERVICES REQUESTED OF O.R.E. BY AISD STAFF DURING 1975-76

NAME OF REQUESTING DEPT. PROGRAM OR PROJECT	DESCRIPTION OF SERVICE REQUIRED	END PRODUCT DESIRED
1. Developmental Program Title I Migrant - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 3 hrs. Clerical - 3 hrs. - - - - - - - - - - - - - TOTAL COST: $37.65	Mean CAT test scores for identified migrant students in Grades 1-6 in identified Title I Migrant Schools (scores to be for 1976); this is to be used for a Needs Assessment to prepare an application for the Title I Migrant Summer School Program.	A listing, by grade, of the Mean 1976 California Achievement Test scores for identified Title I migrant students in Grades 1-6, reported in Grade Equivalents.
2. Reilly E. S. Pilot Project: Project Increase - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 4 hrs. - - - - - - - - - - - - - TOTAL COST: $37.00	Meet with principal to help plan project (1.5 hours) and write a draft of needs, objectives, activities, evaluation section (2.4 hours).	Draft of proposal sections.

TABLE IV-4 (cont.)

NAME OF REQUESTING DEPT. PROGRAM OR PROJECT	DESCRIPTION OF SERVICE REQUIRED	END PRODUCT DESIRED
3. Area I Asst. Director Area I Staff Dev. - - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 4 hrs. Clerical - 2 hrs. - - - - - - - - - - - - - - TOTAL COST: $46.00	Prepare and present a talk on ESC XIII Staff Development Needs Assessment Survey.	Talk given.
4. Williams E. S. Williams E. S. Parent Survey - - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 24 hrs. - - - - - - - - - - - - - - TOTAL COST: $220.00	Meet with principal to plan the conduct of the survey; to assist in writing items and formating instrument; and to assist in interpreting the data.	NA (Principal, UT professor, and ESC XIII responsible for tangible products).
5. Planning and Programming Data Services - - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 160 hrs. Data Specialist - 8 hrs. Clerical - 24 hrs. - - - - - - - - - - - - - - TOTAL COST: $1,200.00	Select/develop a measure of (a.) "User Perception of Service Quality" and (b.) "Staff Perception of Effective Organizational Functioning." Collect user and staff baseline data and write report for manager.	Written report in partial fulfillment of board's request for manager to report back on changes in Data Services. Report is seen as a brief document that will allow manager and the district to decide if any further alternative actions need to be considered at this time.

TABLE IV-4 (cont.)

NAME OF REQUESTING DEPT. PROGRAM OR PROJECT	DESCRIPTION OF SERVICE REQUIRED	END PRODUCT DESIRED
6. Department of School and Community Relations - Cook Community School (Community Ed. Office) - - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 2 hrs. Clerical - 2 hrs. - - - - - - - - - - - - - - TOTAL COST: $50.00	Discussion of Cook Community School Objectives of the Advisory Board - 2 hrs. Writing Objectives - 3 hrs. Presentation to Board and follow-up - 3 hrs.	Written Objectives for Community School.
7. Travis H. S. Project PAVE - - - - - - - - - - - - - - O.R.E. RESOURCES REQUIRED: Evaluator - 48 hrs. Clerical - 12 hrs. - - - - - - - - - - - - - - TOTAL COST: $500.00	Consultation and direct service in developing an evaluation design compatible with the AISD CIPO model (1 man-day each November, December, January) and assistance (to average .5 man-days February-July in selecting consultants, designing instruments for site visits, and monitoring production of the evaluation report.	(1) Evaluation design acceptable to Project PAVE. (2) Evaluation report. Note: The actual conduct of the evaluation will be performed by ESC XIII which will provide at least 14 man-days service and be partially reimbursed at $500 from Project PAVE consultation.

6. (OBJECTIVE) O.R.E. will disseminate Title III project information at state and national levels.

LEVEL OF ATTAINMENT: Achieved.

All four major activicy areas proposed in the Title III proposal for meeting this objective have been fulfilled.

SUPPORTIVE DATA:

<u>O.R.E. will solicit, prepare, and/or present at least one project report at a national level meeting</u>.

This activity was, if anything, overachieved. Not one, but <u>four</u> presentations about Title III project information were made at national meetings.

The first presentation was a paper presented by AISD Superintendent Dr. Jack Davidson at the February, 1976, annual meeting of the American Association of School Administrators (AASA) in Atlantic City, New Jersey. The title of this paper was "The Research and Evaluation Unit: Helping Your School Board Make Desisions."

A second presentation was made by Dr. Freda Holley and Dr. Ann Lee at the annual meeting of the American Educational Research Association (AERA) in San Francisco, California, in April, 1976. This paper was entitled "Models for the Delivery of School District Evaluation: Service or Accountability?."

A third presentation was also made at AERA in San Francisco in April by Dr. Ann Lee, (O.R.E./Title III staff member) in the form of an audio-visual presentation entitled "Research and Evaluation in Public Schools." This slide show presented a generic view of public school R and E units and what they do. It described the activities of the Austin ISD's Office of Research and Evaluation, depicting many facets of the Office's operation which have been seeded by Title III monies granted to the district over the last three years.

The fourth presentation, also at AERA was made by Dr. Paula Matuszek. This paper described the results of an evaluation of the 1974-75 Austin ISD Pupil/Teacher Ratio Reduction Program. Dr. Matuszek had conducted this study while employed by Title III funds in O.R.E. during the 1974-75 school year.

<u>O.R.E. will solicit, prepare, and present at least one project report at the state level</u>.

This objective was met by an O.R.E.-coordinated panel presentation at the Texas Association of School Boards/Texas Association of School Administrators annual meeting in San Antonio, Texas, in September, 1975. The presentation was entitled, "Research and Evaluation Units: Helping School Boards Make Decisions".

The panel consisted of:

Will B. Davis, School Board Member, Austin, Texas, and President of TASB
Dr. Freda Holley, Coordinator of the Office of Research and Evaluation, Austin I.S.D., Austin, Texas
Nancy Judy, School Board Member, Dallas I.S.D., Dallas Texas
Dr. William Webster, Associate Superintendent, Research, Evaluation, and Planning, Dallas I.S.D., Dallas, Texas
Moderator: Dr. Ann Lee, Office of Research and Evaluation, Austin I.S.D., Austin, Texas

The panel was presented in two time slots. A total of about 400 persons attended either one or the other of the two sessions. The first part of each session consisted of the panel answering prearranged questions like "What kind of information can research and evaluation units collect?" "Where can a district get the resources to start a research and evaluation unit?" "What decisions do school boards have to make for which research and evaluation units can provide information?" The second phase of each session was a question and answer period during which members of the audience addressed questions to panelists.

The Joint Urban Evaluation Council will meet five times during the year to share evaluation information and to engage in cooperative ventures.

The Council actually met six times during 1975-76 to share evaluation information (see Table IV-5 below).

TABLE IV-5: TEXAS JOINT URBAN EVALUATION COUNCIL 1975-76 ACTIVITIES

MEETING DATES	MEETING PLACES	TOPICS COVERED
1. Sept. 25 & 26, 1975	Austin, Texas	Reports from each of the 7 districts on evaluations conducted in their districts. TEA and accountability. Plans for coming year.
2. Dec. 4 & 5, 1975	El Paso, Texas	JUEC position paper on accountability-past and future position papers. Accountability Legislation--past and present. Upcoming evaluation topics in the 7 districts. Review of Title IV proposal, Project META.
3. Jan. 29 & 30, 1976	Houston, Texas	Reports from each of the 7 districts on evaluation in progress in each district. JUEC Title IV project discussion. Miscellaneous.
4. March 18 & 19, 1976	San Antonio, Texas	Reports from each of the 7 districts on evaluation reports released recently in their districts. The new accreditation scheme by TEA. Next year's Title IV JUEC Project META.
5. April 12-13, 1976	Houston, Texas (Expenses born by Districts)	Met with Chief State Instructional Officers to discuss potential accountability legislation and to define a common urban approach to the new state accreditation model.
6. May 12, 13, 14, 1976	Fort Worth, Texas	Review of JUEC statement to legislative subcommittees on accountability legislation. Election of new JUEC officers. Minimum Competency Testing - yes or no? One/half day joint meeting with Chief State Instructional Officers--accountability in the seven urban districts.

This third year of the Council's existence has been marked by strengthened communications among the members between regular meetings. There has also been a growing awareness on the part of the seven cities' superintendents and curriculum chiefs that the Council members have much information to provide in statewide decision-making situations involving these groups. For example, the Council met twice in joint sessions with the Chief Instructional Officers to discuss cooperation among the seven urban districts on upcoming state accreditation procedures and on possible competency level testing procedures. In fact, the latter of these joint meetings resulted in a Title IV, Part C application to the Texas Education Agency for funds to design a competency level test appropriate for students in the seven large Texas cities. (At the publication of this report, it is not known whether or not this Title IV application will be approved by TEA.)

Much of the credit for the success of the Council and of past and future contributions it has made in providing information for decision-making on an intercity basis is due to the hard work of several staff members of the Texas Education Agency, particularly Dr. Walter Howard, Dr. Dorothy Davidson, Dr. Harlan Ford, Mr. James Hill, and Dr. Maurice Dutton (no longer with the Agency). These individuals, especially Dr. Howard, have spent hundreds of hours over the past three years interacting with the Council members. Of inestimable value has been the information shared by these and other TEA officials with R & E staff members at Council meetings.

Earlier in the year (December, 1975) the Council wrote a proposal and was subsequently funded for a Title IV, Part C project from the Texas Education Agency. This project will operate from July 1, 1976, to June 30, 1977 (or 1978). Project META, Materials for Educational Training in Accountability is summarized below:

> This project addresses the state priority of accountability. There is a strong need for educational evaluation research information to be more effectively used by educational decision-makers to improve public school programs. The Texas Joint Urban Evaluation Council will address this need through planning, developing, piloting, and refining training materials designed to train the users of educational research information (teachers, administrators, and board members) how to more effectively use evaluation research information for the improvement of schools.[1]

The major objectives of Project META during 1976-77 are:

(1) The training needs of Texas educators in the area of more effective utilization of evaluation research will be identified, and the training topics and formats will be planned.

(2) Training approaches will be developed to help evaluators improve the utilization of evaluation research by decision-makers.

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[1]Joint Urban Evaluation Council's Title IV, Part C Application to the Texas Education Agency (Project Abstract) for Project META, Materials for Educational Training in Accountability. December, 1976.

(3) Guidelines and training will be developed for evaluators, to help them make evaluation research information more understandable and communicative to decision-makers.

(4) Project training materials developed will be disseminated on a local, state, and national level, as measured by project records.[1]

Austin's Office of Research and Evaluation will serve as the fiscal agent of the Council during the operation of Project META. The grant was awarded in the sum of $67,588.

O.R.E. will write and disseminate on a statewide basis two papers on: (1) models for the delivery of services to school districts, and (2) on potential problems encountered in the establishment of school district evaluation services. Drafts of these papers will be reviewed with Texas Education Agency prior to publication.

These activities were performed in a variety of ways. The first paper, "Models for the Delivery of School District Evaluation: Service or Accountability?" was delivered by the Title III Project Director, Dr. Freda Holley, and Title III Senior Evaluator, Dr. Ann Lee, at the annual meeting of the American Educational Research Association in San Francisco, California, in April, 1976.

A subcommittee of the Joint Urban Evaluation Council prepared a position paper for the Council, "A Position Paper and Recommendations Proposed by the Texas Joint Urban Evaluation Council For a State Supported Research and Evaluation System For Texas School Districts." This position paper along with statements of testimony were presented by invitation to the following committees and subcommittees of the Texas Legislature during the 1975-76 school year:

Subcommittee of the Texas House Public Education Committee on Goals for Public Education - April 20, 1976

Joint Texas Legislative Committee on Intergovernmental Operations, Renewal and Accountability Systems - May 14, 1976

A paper on potential problems encountered in the establishment of school district evaluation services was prepared by Dr. Freda Holley, JUEC chairman and Title III project director, and was presented to a subcommittee of the Texas House Public Education Committee on Goals for Public Education on April 20, 1976, by Austin's School Board President, Carole Keeton McClellan.

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[1]Joint Urban Evaluation Council's Title IV, Part C Application to the Texas Education Agency (Project Abstract) for Project META, Materials for Educational Training in Accountability. December, 1976.

7. (OBJECTIVE) O.R.E. will perform efficiently all activities designed to achieve the other project objectives outlined.

LEVEL OF ATTAINMENT: Achieved.

The twenty-five activities proposed to achieve the previous six Title III evaluation project objectives were all carried out.

SUPPORTIVE DATA:

The project director will provide project management and fulfillment of reporting requirements for the Title III project.

The project director (as coordinator of O.R.E.) was able to oversee the project's activities. All planned evaluations were carried out to completion by the end of the year. She wrote the evaluation policies and procedures and submitted them to the Superintendent for his review, supervised the testing program, helped to plan and supervised the evaluation dissemination and inservice subcomponent, met with the School Board to assist them in setting 1976-77 district priorities, provided technical assistance on 1976-77 evaluation designs for both local and Federal programs, and secured state and national audiences for O.R.E. presentations on the Title III evaluation project. Regarding reporting requirements of the Title III project, she contributed to and reviewed this report.

O.R.E. will provide inservice training for its staff (including professional meetings).

Five of the seven senior evaluation staff attended the annual meeting of the American Educational Research Association in San Francisco in April, 1976 (only two were supported on this trip by Title III funds). This meeting is viewed as the most important professional meeting of the year for O.R.E. senior staff members. It is perhaps of interest that O.R.E. coordinator Dr. Holley is program chairman of AERA's Division H (School Evaluation and Program Development) for the 1977 annual meeting. The award of this responsibility is evidence of the national reputation which O.R.E. has earned in less than three years of operation.

O.R.E. staff attendance at other professional meetings was also encouraged when it was appropriate. The following table summarizes staff attendance and participation at various conferences during 1975-76:

TABLE IV-6: O.R.E. STAFF PARTICIPATION IN PROFESSIONAL GROWTH ACTIVITIES DURING 1975-76

CONFERENCE MEETING	NO. OF O.R.E. STAFF ATTENDING	NO. OF PAPERS OR PRESENTATIONS GIVEN
1. National Staff Development Conference Council (Austin, Texas)	3	3
2. Texas Association of School Boards/ Texas Association of School Administrators Annual Meeting (San Antonio, Texas)	2	1

TABLE IV-6 (cont.)

CONFERENCE MEETING	NO. OF O.R.E. STAFF ATTENDING	NO. OF PAPERS OR PRESENTATIONS GIVEN
3. American Association for Supervision and Curriculum Development (Miami, Florida)	1	1
4. International Bilingual/Bicultural Education Conference (San Antonio, Texas)	4	2
5. Texas School Public Relations Association Winter Seminar (Austin, Texas)	2	0
6. Statewide Conference on Evaluation of Title VII Projects (Waco, Texas)	3	2
7. Education Service Center XIII Conference on Achievement Testing (Austin, Texas)	6	0
8. American Educational Research Association Annual Meeting (San Francisco, California)	5	3
9. Five meetings of the Texas Joint Urban Evaluation Council	7*	N.A.*
Total Number of Papers or Presentations Given by O.R.E. during 1975-76 at State or National Professional Meetings		11

*Every senior O.R.E. staff member attended at least one of the 1975-76 JUEC meetings. At each of these meetings, O.R.E. reported on work in progress, but they were not papers as such.

GLOSSARY

1. Affective behavior - Those learning values dealing primarily with motivation, feelings, attitudes, interests, appreciations and values.

2. Assessment - The process by which data are gathered and used for systematic descriptive and predictive purposes with respect to a person, group, organization, and/or some other object being studied or examined. The results of assessment often provide the data and information needed for evaluation.

3. Boehm Test of Basic Concepts - Fifty items arranged in order of their difficulty. Each item consists of a set of pictures about which statements are read to the students (usually in kindergarten). These statements briefly describe the pictures and ask the child to mark the one illustrating the concept area.

4. California Achievement Tests (CAT) - A standardized achievement test battery with norms. It covers Mathematics and Verbal/Comprehension areas. The test provides assessment of achievement levels comparable to percentiles on a national level.

5. CIPO - An evaluation model designed by the AISD Office of Research and Evaluation. Its purpose is to provide procedures for evaluating the special programs of the district through use of inputs, processes, and outcomes concepts. The evaluation is aimed at providing information to decision makers.

6. Decision making - Making choices among alternatives.

7. Decision Questions - A formulation of decision alternatives or explorations for decision alternatives in interrogative terms which can serve as formats for the later presentation of decision recommendations based on evaluation information.

8. Evaluation, Context - Evaluating the planning of the program in relation to the environment in which it will or did operate.

9. Evaluation Design - A predetermined strategy for judging the effects of a program.

10. Evaluation, Input - Analysis of the resources available to a program.

11. Evaluation, Process - Judging the effectiveness of the activities and procedures of a program.

12. Evaluation, Outcome - Judging the effectiveness of the products of a program (in the CIPO model, this means student behaviors.)

13. Joint Urban Evaluation Council (JUEC) - A committee consisting of representatives from the 7 largest urban school districts in Texas. The purpose is to share evaluation information and ideas, and to consider evaluation problems and goals of evaluation in these districts.

14. Median - The middle score or number in a distribution.

15. Outcomes - The term refers to any student behavior whether affective, cognitive, or psychomotor, whether covert or overt, intended or unintended.

16. Percentile - A score below which a given percentage of scores lie.

17. Priority - What activity or item to which resources are allocated in preference to others.

18. Quartile - Quarters of a population; the 25th, 50th, and 75th percentiles.

19. School Sentiment Index (SSI) - A collection of questions about a student's attitude toward school such as, "Do you like being at school?" The student marks the answer that best describes him.

20. Sequential Tests of Educational Progress (STEP) - A battery of achievement tests designed to measure student skills in the academic areas of Reading, English Expression, Mechanics of Writing, Mathematics Computation and Concepts, Social Studies and Science.

21. Stanines - A unit of a standard score scale that divides the norm population into nine groups.